**Miami Cerebral Palsy Residential Services, Inc.**

***Intermediate Care Facility for the Developmentally Disabled***

***A Private, Not for Profit Agency Established in 1984***

**2200 107th Avenue • Miami, Florida 33172 • (305) 599-0899 • Fax: (305) 599-2721**

**mcprs.org**

Marta E. Morin Migdalia Santiago

Chief Operating Officer Associate Director

**JOB OVERVIEW**

**POSITION:** Teacher

**REPORTS TO:** The Lifelong Learning Program Director

**POSITIONS SUPERVISED:** Direct Support Professional and Apprentice Staff

**JOB SUMMARY:**

Provide a successful, safe and supervised year around educational setting for adult student learners who have been evaluated and placed in the MCPRS Lifelong Learning Program (LLP). Promote the physical and cognitive development of the students with particular focus on social and emotional needs and skill development. Observe and record specific behavioral data and target individual goals and objectives in routine activities. Encourage residential facility communication and involvement in all aspects of the program including an emphasis on in home strategies related to daily communication and supervision and collaboration with classroom staff, therapists and service providers. A major goal is to maintain the safety, health and continuity of the program, preparing the students to successfully transition and participate in the life of the community.

**MINIMUM QUALIFICATIONS:**

* **Para-professionals, paraprofessional-educator, teacher aides or assistants, educational assistants, instructional assistants;** Associates Degree in Special Education or related field a plus. Previous experience in working with people with intellectually disabilities preferred. If you are “qualified” without a degree in special education teaching, or without yet having completed all of the course work in special education, this position may be the right progressive fit for you. We are looking for talented creative thinkers that have a passion for supporting others, can think out of the box and can bring special talent in entrepreneurship, music, or other creative avenues/talents to enrich our lifelong learning program for people with significant developmental disabilities.
* Previous teaching experience in the field of developmental disabilities or other special exceptionalities preferred.
* Minimum of three years of previous classroom experience with successful track record preferred.
* Must have excellent interpersonal and communication skills and the ability to work proactively with team members (paraprofessional and professional personnel).
* Desire to be a contributing force of the success of the total Lifelong Learning Program (LLP).
* Upon employment complete College of Direct Support and College of Frontline Supervision lessons within the year.
* Demonstrated ability to apply developmental and age appropriate theory in daily activities and adapt to the individual needs of students.
* Key boarding skills, computer literacy and familiarity with various applications such as data base word processing, e-mail, internet Microsoft Office, PowerPoint and EXCEL.
* Excellent written and verbal communication skills including but not limited to observations, staffing documentation and presentations.
* When driving for home visits or other company related work, must have a valid Florida Driver’s License and proof of auto insurance.

**ESSENTIAL JOB FUNCTIONS:**

This position requires that you be able to speak, read and write a level, which allows for full communication and participation in the team process. **This position has the following physical requirements:**

* Lifting a minimum of 50lbs, transferring, repositioning, bending, squatting, and kneeling which is required for working with people who are physically challenged and non-ambulatory.
* Daily kneeling, stooping, bending and sitting on the floor to attend to student needs and facilitate their development of skills.
* Must be able to perform a two-person lift of person that must be supported.
* Full vision or correctable adequate vision.
* Functional gross and fine motor skills.
* Functional dexterity needed in all aspects of body movements.
* Physically able to move quickly and/or position body appropriately in order to respond to students who are very active and may need immediate intervention, restraint or redirection in order to insure their safety or the safety of others in the environment.
* Ability to respond appropriately (both mentally and physically) to an emergency or a crisis situation.

Reasonable accommodations may be made to perform the essential functions.

All employees must comply with Miami Cerebral Palsy Residential Services, Inc. Drug Free Workplace Policy.

**JOB DUTIES AND RESPONSIBILITIES:**

**1**. **Classroom Management**:

1. Maintain a classroom environment conducive to effective learning and active treatment.
2. Ensure duties that require movements of students are effected safely.
3. When working with student’s programs, the training focuses on skills and competencies directed towards students.
4. Demonstrate leadership in the classrooms for all programs/adult basic education (ABE) activities and follow classroom scheduling in every area.
5. Consistently prepares classroom for the following day in accordance with programming binder’s information and lesson plans.

**2.** **Knowledge of Subject Matter:**

1. Communicating accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner.
2. Applying concepts, laws, and rules relevant to subject matter.
3. Demonstrate a breadth of subject matter knowledge that enables students and staff working with students to approach and to inter-relate activities/topics from a variety of perspectives, interests and abilities.
4. Using current references, materials, and technologies of the subject field in manner appropriate to the developmental stage of the students.
5. Demonstrating the ability to check each student’s comprehension of activity/subject matter and providing accurate feedback to the students, direct support professional staff and other applicable personnel.

**3. Planning for Instruction:**

1. Will design, develop and implement lesson plans for students based on the assessed needs of each person, and accordance with the Miami Cerebral Palsy philosophy, curriculum system and mission.
2. Monitor conditions of equipment such as meal times positions, communication devices, splints, individual planning devices (IPD’s), switch devices, etc., and report any concerns to the LLP Director or applicable department.

**c.** Ensure instructional teaching services activities are outcome based and support target purposeful skills that will affect positively on the students’ quality of life or independent functioning in their day to day environment.

**4. Delivery of Instruction:**

1. Demonstrate and be a role model to staff when providing instructions and intervention in teaching techniques.
2. Perform proper lifting, transferring and positioning techniques for each student: and all adaptive equipment used should be in accordance to the student’s pictures.
3. Provide creative recreational and leisure activities to increase community tours (Library, book stores, museum, malls, etc.).
4. Consistently implement appropriate programming activities as listed on the goal page and effectively utilized media and technology in the classroom.

**e.** Assisting person’s with:

1. Carry-over of learned behaviors and skills, including the use of assistive technology, throughout the daily schedule as recommended by the assessments, classroom teacher, LLP Director and interdisciplinary team\* (IDT).
2. Self-care needs (toileting, lifting, positioning, feeding, etc.)

**f.** Ensure daily living skills needs (i.e. self-care needs, toileting, feeding, and grooming programs) are carried over in all settings.

**g.** Effectively and consistently apply and implement training objectives in the areas of behavior modification, social/daily living skills, leisure activities, speech, occupational therapy, and other programs, as scheduled.

**h.** Provide opportunities to students to encourage choice making preference.

**5. Curriculum and Assessment:**

**a.** Develop and utilize integrated curriculum plans, which reflect mandated elements and components, parental and cultural influences and promote the social/emotional, physical and cognitive development of the learners.

**b.** Follow a consistent schedule, which include small and large group experiences, choices, music and movement, large and small motor activities, skill development, meals, and effective transitions between activities.

**c.** Encourage experimentation, exploration, problem solving, cooperation, socialization, and choice-making; ask open-ended questions and listen respectfully to the responses, answers.

**d.** Establish weekly goals that promote individual and group educational plans and include all other components.

**e.** Prepare classroom materials to support developmentally appropriate curriculum and behavior plans; create and change learning centers as needed.

**f.** Following individual program plan (IPP) schedule, utilize assessments designed to measure and observe student progress.

**g.** Evaluate the student progress/updates or a regular basis and provide feedback to residential facility and parents, as applicable.

**\* Interdisciplinary Team (IDT) = Person supported, Qualified Intellectual Disabilities Professional (QIDP), Residential Services Coordinator (RSC), Speech Therapist, Occupational Therapist, Physical Therapist, Nurse, Physician, Psychologist, Direct Support Professionals/Apprentices, Teachers and Parent/Guardian.**

**6. Communication:**

**a**. Work closely with the Qualified Intellectual Disabilities Professional (QIDP) and the LLP Director to ensure a clear line of communication.

**b.** Maintain proper communication with assigned residential facility staff and parents (as applicable) concerning active treatment activity and behavioral progress in the classroom of assigned students.

**c.** For their assigned classroom prepare AIEP and ABE interim reports to be submitted to the Qualified Intellectual Disabilities Professional (QIDP), other personnel and to parents, as applicable.

**7. Professional Development Program:**

**a**. Continue professional growth through educational in-services, meetings professional literature and higher education.

**b**. Receptive to participate in ongoing staff development and training in both formal and informal settings with professional and para-professional staff.

**8. Residential Facility/Parent Involvement & Community Partnerships**

**a.** Provide an atmosphere that promotes and reinforces residential and community involvement in the curriculum and classroom.

**b.** Communicate regularly with the interdisciplinary team regarding each student’s progress.

**c.** Conduct the required teacher conferences/and home meeting visits for the purpose of assessment and support to share information on classroom progress, and educational strategies at the Lifelong Learning Program (LLP) and at home.

**9. Utilize Information Systems to Support Outcomes:**

**a.** Document baselines, ongoing assessments in according to agency benchmarks.

**b.** Document all significant classrooms issues, contacts with residential facility staff collaborators and home visits in Therap.

**c.** Monitor and reports abuse.

**d.** Document and monitor progress on goals and objectives utilizing Therap and data collection tools provided by service providers, as may be applicable.

**10. Prevention and Early Intervention:**

**a.** Supervise and monitor students at all times.

**b.** Participate in regularly scheduled team meetings.

**c.** Respond appropriately to crisis or emergency situations.

**d.** Coordinate special needs staff in the classroom, developing a collaborative approach that benefits the students.

**e.** Work collaboratively with the psychologist on behavioral programs and interventions and with therapists and QIDP.

**f.** Participate in transition planning of students in and out of the classroom.

**g.** Periodically assist the interdisciplinary team and other classroom staff in developing strategies and plans for students that may be transitioned into the classroom (i.e. student’s graduation from public school system to the ADP, students returning to the ADP from the affiliate workshop, students on homebound agreements, etc.)

**11. Individualization:**

**a.** Adapt curriculum and lesson plans to address and meet individual goals for students as identified by the teachers and interdisciplinary team.

**b.** Assess individual and group needs attending to special needs, specific interests, strengths and concerns.

**12**. **Supervisory Duties:**

**a.** Provide leadership and oversight of assigned classroom staff.

**b.** Completes performance evaluation of assigned direct support professional staff.

**c.** Interviews potential new hires assigned to the classroom.

**d.** Addresses unresolved personnel problems with administration (i.e. QIDP, RSC, LLP Director, as applicable).

**e.** Approves breaks of assigned classroom staff.

**13. Other Professional Responsibilities:**

1. Enforce compliance and implementation of all states, federal, local laws, rules and regulations, policies and procedures related to the job position to include, but not limited to, health, safety and sanitation standards, student rights, active treatment and educational principles.
2. Ensure high standard of sanitation at all times.
3. Promote infection control on a daily basis and report any environmental needs as they are observed.
4. Monitor Direct Support Professional and Apprentices to ensure cleanliness of adaptive equipment and wheelchairs.
5. Monitor and ensure the current temperature of the food when served to the students in a proper feeding environment.
6. Monitor the Direct Support Professionals and Apprentices to follow the meal time card utilizing

the nutritional management form (policy 110-9) and gives the form to the LLP Director.

1. Continue to keep designed inventories available to ensure appropriate mealtime services.
2. Ensure that any adaptive equipment needs are reported to the physical therapy adaptive equipment department and any food service concern to the Clinical Dietician.
3. Represent and advocate for the students. Support the agency in a professional manner following the dress code.
4. Ensure student safety and assure the general maintenance and security of classrooms.
5. Actively participate in the interdisciplinary team meetings and instructional staff planning meetings.
6. Ensure active treatment training.
7. Apply behavior management techniques.
8. Prevent abuse and neglect.
9. Monitor health condition, health maintenance, disease prevention.
10. Monitor personal hygiene and report problems to the DSP/DSA, RSC, QIDP and LLP Director, as needed.
11. Carry out or monitor assigned staff with completion of kitchen and laundry duties and clean-up of adaptive equipment between student uses and at the conclusion of the program day.

**r.** Frequent significant decision making to assure developmental progress of students.

**s.** Demonstrated ability to supervise students and staff and ensure a safe learning environment including the ability to monitor and respond to events going on at all times in classroom, outdoor areas and on field trips.

**t.** Perform all other duties as assigned.

**14. Position Information:**

**a.** Full year 12 month position.

**b.** Works in collaboration with each student residential facility personnel/service providers including the QIDP, therapists, and RSC’s.

**WORKING CONDITIONS:**

* All job duties will be performed at the Intermediate Care Facilities and the Lifelong Learning Program.

This position may be required and exposed to the following:

* On occasions may be exposed to profanity and offensive/violent behavior and loud noises by the students supported.
* Be exposed to bowel movement and bodily fluids and odors.

**RELATIONSHIPS WITH STAFF/PARENTS.GUARDIANS/COMMUNITY:**

* Demonstrates appropriate professional behavior in dealing with people with intellectual disabilities, parents, guardians’ staff and visitors.
* Keeps open communication with IDT members.
* Maintain a positive and professional appearance and attitude while engaged at work and throughout community.
* Communicates appropriately with families, guardians and friends.
* Is mindful when discussing sensitive issues with families and guardians.
* Respects and maintains confidentiality.